

The Significance of Helicopter Parenting, Emotional Intelligence and Hands-On Learning in Promoting Engagement in English Class

Dr. Abazar Mohammed Nugdallah Mohammed^{1*} & Dr. Elsadiq Ali Elsadiq Elnadeef²

¹Saudi Electronic University, Riyadh, Saudi Arabia. ²King Khalid University, Abha, Saudi Arabia.
Corresponding Author Email: abazarnugd@gmail.com*



DOI: <https://doi.org/10.46431/MEJAST.2024.7405>

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Article Received: 09 September 2024

Article Accepted: 17 November 2024

Article Published: 27 November 2024

ABSTRACT

The study aims to investigate the importance of helicopter parenting and socialization perspective, hands-on learning and instilling emotional intelligence in maximizing student engagement. It postulates that modern learning and teaching process require positive engagement in the class and it proposes that the impact post-modern life, in terms of falling of ethical values and emerging of lots of social illnesses, creates sense of worries and scares among parents particularly in educational system. The study is based on surveyed public male secondary school students and structural equation modeling used to test the relations estimated in the theoretical model and its effects. The study concludes that helicopter parenting plays a seminal role in maximizing students' engagement and achievement in English class, however, excessive over helicopter parenting affects the student's personality negatively. Implementing hands-on learning maximizes student engagement in English class. The study recommends that helicopter parenting should be implemented reasonably without negative effect on children's personality and self-esteem and emotional intelligence should be trained to the students to instill consideration of other emotions and feelings.

Keywords: Helicopter parenting; Hands-on learning; Emotional intelligence; Critical thinking; Problem-solving; Student engagement; Behavioral engagement; Emotional engagement; Cognitive engagement.

1.0. Introduction

The impact of pos-modernization on life emerges in the hardship of lifestyle and descending of ethical values among people particularly young generation, the liquidity of life hardens life mode, and many social and psychological diseases emerge in the community. As a result, educational intuitions lack its focal role in participating in upbringing and socialization due to the emergence of various social agents such as social media taking apart in reshaping personality. Thus, worries and scares emerge among parents towards their children lifestyle and future. Therefore, educated parents construct helicopter parenting which refers to an overprotective and very involved parenting style. They typically involve parents in all aspects of their children's lives, sometimes to the detriment of the kids (Grolnick, Kurowski, Dunlap, & Hevey, 2000). This study investigates the significance of helicopter parenting, emotional intelligence and hands-on learning in promoting engagement in English class. Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions (Mayer, 2017). Emotional Hands-on activity is an instructional technique that allows participants to learn by doing and it is appropriate for both physical and mental skills and tasks (Clark & White, 2010).

The study premises that instilling understanding of emotional intelligence among students and implementing hands-on learning with activate helicopter parenting play a critical role in maximizing student engagement which refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning (Lusuardi, 009). Bauer (2007) showed that it involves three dimensions: behavioral engagement, emotional engagement, and cognitive engagement. Three categories of student engagement: student-to-student engagement student-with-content engagement and student-to-instructor engagement (Nunn, 2019).

1.1. Statement of the Problem

The difficulty of post-modern life, in terms of falling of ethical values and emerging of lots of social illnesses, creates sense of worries and scares among parents who take care of their children particularly educated parents. Moreover, modern education methods are based on active learning which is based on positive engagement and interaction. However, many students at secondary school level in KSA tend to be passive in terms of student engagement.

1.2. Study Rationale

The study aims to investigate the importance of helicopter parenting from upbringing, protection and socialization perspective, hands-on learning and instilling emotional intelligence in maximizing student engagement. Bearing in mind that, modern learning and teaching process require positive engagement in the class. The study premises that helicopter parenting in proper scientific way in terms of personality theories plays a salient role in read children to be good courteous active students who cares about their future and social status in community. Furthermore, teachers in English class are supposed to activate hands on activities in English class to involve students in positive interaction and engagement and instilling emotional intelligence among students.

1.3. Study Questions

(1) How far does helicopter parenting assist in student engagement in English class? (2) How do hands-on activities help student engagement in English class? (3) Does emotional intelligence help in constructing student engagement in English class?

2.0. Review of Literature

2.1. Helicopter Parenting

Parents tend to be overprotective and worry excessively about their children, so they tend to micromanage their children's schedules and intervene frequently to make things smoother for their children. Helicopter parenting refers to a style of parenting where caregivers are highly involved in their child's life. Their intense focus can negatively impact a child's mental health, self-image, coping skills, and more. They typically take too much responsibility for their children's experiences and, specifically, their successes or failures (Schiffrin, Liss, Miles-McLean, Geary, Erchull, & Tashner, 2014). Helicopter parenting refers to an overprotective and very involved parenting style. They typically involve parents in all aspects of their children's lives, sometimes to the detriment of the kids (Grolnick, Kurowski, Dunlap, & Hevey, 2000). Manos (2009) states that helicopter parents tend to pay extremely close attention to their kids' activities and schoolwork to not only protect them from pain and disappointment but also to help them succeed. Helicopter parents are known to micromanage their children and become extremely entwined in every aspect of their lives. Padilla-Walker & Nelson (2012) contend that helicopter parenting is often referred to as the *over* part in over-parenting. It involves excessive levels of involvement and control by parents in their children's lives. A motivation for this parenting style is driven by the parents' worry that their child might come to harm or not flourish.

Parental involvement in a child's life can be extremely beneficial, but only if it is developmentally appropriate. Despite, parents' best efforts to help their children, helicopter parenting has been found to have harmful effects on

the well-being of developing adolescents. For children to develop, it is often necessary for them to fail and learn from their mistakes through trial and error (Day & Padilla-Walker, 2009). It is a natural feeling for parents wants to protect their children and to desire for your children to be successful and to grow into capable adults. Grolnick, Kurowski, Dunlap & Hevey, (2000) suggest that one primary reason for helicopter parenting is the simple desire to give children a childhood unlike what the parents experienced. If you had a tough childhood, perhaps with an absent or unsupportive parent, you might want to course-correct when you have children of your own. They may have wished their own parents were more involved with their school performance or activities.

There are different aspects to helicopter parenting, though. In some cases, these parents put too much pressure on their children to succeed in school or activities. In other cases, they shield their children from certain topics and do tasks for them. Helicopter parenting does not look the same in every household. Helicopter parents have a tendency to over-schedule their kids in an effort to give them a competitive edge in everything from school to sports to music. They may even try to manage their child's friendships and social standing (C. Bradley-Geist & B. Olson-Buchanan, 2014).

2.1.1. Positives of Helicopter Parenting

While the term helicopter parent is often used in a derogatory manner, helicopter parenting is not all bad. Helicopter parents tend to be very aware of who their child is with and how their child is doing in school. Additionally, helicopter parents tend to be involved parents who are the first to volunteer for school functions. For this reason, schools, teachers, and coaches can benefit from the amount of time, energy, and money they devote to making the school, the classroom, or the team the best it can be.

2.1.2. Drawbacks of Helicopter Parenting

Manos (2009) propose that helicopter parentings inhibits problem-solving skills though children of all ages need problem-solving skills, and it advocates for their children, rather than teaching their children to advocate for themselves. It is important for kids to be able to ask questions, gain clarification, and speak up when they need something. At school or in the workforce, these kids will not have a parent available to help them deal with a challenging assignment or boss. Padilla-Walker & Nelson (2012) state that it fosters low self-esteem and it can contribute to challenges with self-esteem, problem-solving, coping, decision making, social interaction, responsibility, and adaptive functioning even though helicopter parenting is typically done out of love, and it involves guiding children to do their homework, making decisions for them, or checking up on their every move, they are unlikely to feel positive about their interactions. Helicopter parenting does bring children and parents close together and they may feel a deep connection to their parents and feel cared for. In addition, it encourages communication thoughts and feelings by using helpful prompts.

2.1.3. Examples of Helicopter Parenting

Helicopter parenting most often applies to parents who help high school or college-aged students with tasks they can do alone, for instance, calling a professor about poor grades, arranging a class schedule, or managing exercise habits. In elementary school, helicopter parents might work to ensure a child gets a specific teacher or coach, select the child's friends and activities, or provide disproportionate help with homework and school projects.

-Anxious parents may view challenges to their children as more threatening than the children perceive the same challenges themselves. This may affect their children's natural ability to succeed using their own initiative and it causes anxiety. Helicopter parenting can influence not only the psychological well-being of children, but also their social behavior. The term helicopter parent was first coined in a 1969 book titled "Between Parent & Teenager." The teen featured in the book reported that his mother watched over him like a helicopter. Since then, many college administrators have used the term to refer to parents who continue to try and watch over their children from a distance after they have gone away to college, and the term spread to encompass all overprotective parents. From infancy to college, helicopter parents tend to be overly involved in their kids' lives to the point where their own activities and interests take a back seat. This means the family budget also revolves around what the kids need or want. They may even put their personal goals and career aspirations on hold in favor of what they think is best for their children. Ultimately, parental involvement can be extremely beneficial for children. The literature surrounding helicopter parenting suggests that it is the type of parental involvement rather than the amount that will influence a child's well-being and the ability to become a well-adapted adult.

2.1.4. What Causes Helicopter Parenting?

Bradley-Geist & Olson-Buchanan, (2014) state helicopter parenting can develop for many reasons:

- Fear of dire consequences.
- Feelings of anxiety worries about the economy, the job market, and the world, in general, they can keep their child from ever being hurt or disappointed.
- Overcompensation: excessive attention and monitoring sometimes attempt to remedy the parents' deficiency in their upbringing.
- Peer pressure from other parents

2.2. Hands-On Learning

A hands-on activity is an instructional technique that allows participants to learn by doing. During a hands-on activity participant are directly involved in their learning. Participants get direct practical experience as they apply their learning and learn from their failures. Hands-on learning is appropriate for both physical and mental skills and tasks (Clark & White, 2010). Hands-on learning, sometimes known as experiential learning, is a dynamic and active approach to education. It is not about merely absorbing information passively but about actively engaging with tasks or activities. It aims at amassing practical experience and nurture new skills. It is a journey of exploration, experimentation, and discovery (Loo, 2002). Hands-on learning provides many benefits. Studies have shown that participants, who are given the chance to practice what they have learned, retain 75% of the information presented. The transfer of learning to the workplace is high with hands-on activities because the materials and equipment are the same as what they will be using on the job. Because the learning is relevant and immediate, participants in a hands-on learning environment are highly engaged and motivated. Hands-on learning also supports critical thinking and problem-solving skills as participants are expected to be more self-reliant as they work through the activity (Stavenga de Jong, Wierstra and Hermanussen, 2006).

A hands-on activity that could help students retain the information for a long time is theater (Hawtrey, 2007). Some hands-on activities include doing projects such as decorating puppets of a main character of a book that the students

read in class that would be expected to help the student in recognizing the main characters of a story. It is expected that this will help to engage the students more since they must use their imagination and be creative. It is hypothesized that students' engagement/behavior will improve when they are engaged in exercises that include hands-on activities

There are also disadvantages to hands-on learning activities such as it needs more than one instructor the primary instructor presents the demonstration and the others circulate around checking in on participants' progress and answering questions. Also, hands-on training is sometimes rushed, so participants may find they do not get enough practice opportunities to memorize the steps.

¹Hands-on learning offers many benefits to students of all ages:

1) - *Encouraging interaction to improve skills: the traditional sense of learning — where a caregiver reads from a textbook and children sit quietly and listen — lacks in one key area: engagement. This is where experiential learning shines because kids get to literally engage with the content. Learning by doing is also great in helping children practice the skills that they've just learned.*

2) - *Making abstract concepts concrete: when children learn to count, they usually recite the numbers from memory. But this doesn't necessarily mean a child understands quantities. It's only when they physically hold objects, they're counting that they begin to understand what the numbers mean (e.g., i have six beans!).*

By using hands-on learning, children can connect what they're learning to the real world. That's because they sometimes get to create something (i.e., drawing, painting, construction project, etc.) and this is something *real*.

For example, children might be taught about colors in art class and what happens when they are mixed. But if their teacher just reads this from a textbook, the words may mean nothing to them. However, when they get to mix blue and yellow and produce green, this is a concept they'll never forget. Active learning is also empowering because it shows children that they can impact the world around them — they can produce something.

- **Strengthens fine motor skills:** experiential learning is also important for younger children because it encourages them to work on their fine motor skills. These skills require the small muscles in your hands and fingers to perform precise movements.

Every time your child manipulates their playdough, carefully cuts a piece of paper with scissors, or learns how to hold a brush so they can paint, they are developing fine motor skills, which they will use well into their adulthood.

3) - *Allowing for creativity: hands-on learning allows kids to get creative. When most people hear "creativity," they tend to associate it with subjects like music or art, but these aren't the only subjects where creativity comes into play. For example, writing a few sentences to describe a picture requires a great deal of imagination. But so do science experiments! and even learning to count different items requires kids to engage their creative side.*

Creativity results in a new way of thinking about a particular concept, which is why it's one of the 5 c's (along with core skills, critical thinking, curiosity, and character) at the heart of the begin approach to helping kids thrive in school and life.

4) - *Promoting problem-solving skills: when children are allowed to figure things out independently, they learn how to think critically and develop solutions. They might not arrive at a solution like you would, but that's the beauty of experiential learning — it allows for different perspectives and approaches. by engaging in hands-on activities, children are faced with challenges to solve. This could be building a structure with blocks, creating a piece of art with limited materials, or finding a way to make their homemade volcano erupt.*

Through this process of trial and error, children learn to think critically, problem-solve, and persevere through challenges — all essential skills that will serve them well in the future.

5) - *Building social skills*

Hands-on experiences often involve group work or collaboration, which can help children develop important social skills. As they work together to solve a problem, they can practice communication, compromise, conflict resolution and teamwork.

- Sparking curiosity: when working with different materials and manipulatives, children are often inspired to explore and ask questions like: what would happen if i mix these two colors? why is this structure stronger than the others?

6) *Proving open-ended materials*

There is no right way to use blocks, art supplies, or any other open-ended material. Let the child explore and create with these items without giving them specific instructions. Simply step back and see where their imagination takes them!-

- Trying not to jump in

When your child is engaged in an experiential learning activity, resist the urge to take over or correct their actions. Let them experiment and try to figure things out on their own. This helps them develop independence and problem-solving skills.

7) *Getting outside*

Nature is the perfect playground for hands-on learning experiences. Take advantage of parks, beaches, and even your backyard for outdoor activities like scavenger hunts, plant identification, and exploring different textures.

Your child can collect natural materials for further study. They can use them for art projects or science experiments. The possibilities are endless!

McCarthy & McCarthy (2006) enumerates various hands- On Pedagogical Activities

- Playing online educational games
- Puzzle race
- Nature college
- Magnetic fishing game
- Fraction pizza party
- Homemade playdough
- Floating egg experiment
- DIY wind chimes
- Paper plate marble maze

Clark & White (2010) postulate **hands on learning** emphasizes active participation and real-world experiences, has been shown to be more effective than traditional textbook-and-lecture formats. It has various advantages:

-Improved retention of information: students who engage in hands-on activities are more likely to grasp and remember what they are taught.

-Improved attentiveness: hands-on activities, however, breathe life into learning.

- **Pride in real results:** Unlike traditional lectures that might result in pages of notes, hands-on learning often leads to tangible outcomes.
- **Opportunity for experimentation:** hands-on learning provides students with the chance to experiment and discover their passions. By actively participating in various activities, they can better understand their strengths, weaknesses, and interests, making it easier for them to make informed decisions about their future careers.
- **Promoting critical thinking and problem solving** when students are actively involved in a task, they're more likely to encounter challenges that require critical thinking and problem-solving skills. This not only enhances their cognitive abilities but also prepares them for real-world scenarios.
- **Encouraging teamwork:** Many hands-on activities are collaborative, requiring students to work together. This fosters teamwork skills, allowing students to learn how to communicate effectively, delegate tasks, and work harmoniously with others.

Hands-On Learning and its Importance

Hawtrey (2007) contends the essence of hands-on learning lies in its core principle of 'learning by doing'. It is like plunging into the sea to learn swimming, rather than just reading about it. Students are not a passive recipient of knowledge; instead, they are active participants, engaging with the task at hand, gaining practical experience, and developing new skills. It facilitates deeper learning and promotes skill acquisition. By actively participating, learners are more likely to remember and apply the knowledge and skills they have gained.

It can take various forms, from simple experiments and simulations to complex, challenging projects. Some examples include hackathons, brainstorming sessions, design thinking workshops and Lego Serious Play sessions. Such activities aid in developing problem-solving abilities, boosting creativity, and honing collaboration and communication skills.

Why Hands-On Learning Matters

Stavenga de Jong, Wierstra and Hermanussen, (2006) state hands-on learning brings about tangible benefits that can significantly impact a learner's journey:

- **Active Engagement:** Hands-on learning, being a form of active learning, is more effective than passive learning. It leads to better retention and understanding as learners actively engage with the material.
- **Critical Thinking and Problem-Solving:** By working on real-world problems and projects, learners can develop innovative thinking and problem-solving skills.
- **Practical Skills Development:** Engaging in hands-on activities helps develop skills such as decision-making and collaboration, highly valued in today's professional environment.
- **Boosts Confidence:** As learners succeed in practical tasks, they gain confidence in their abilities, making them more likely to embrace new challenges.
- **Benefits for ADHD Learners:** For learners with ADHD, hands-on activities can improve focus, attention span, and provide a more engaging learning experience.

- Positive Learning Experience: Making learning more interactive and engaging, learners are more likely to enjoy and be motivated in their studies.

Emotional Intelligence

Mayer (2017) stated that ¹emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions. Emotional intelligence assessments measure competencies within four distinct areas: self-awareness, self-management, social-awareness, and relationship-management (Boyatzis, Batista-Foguet, Fernández-i-Marín, & Truninger, 2015). Developing emotional intelligence allows us to build stronger relationships and achieve personal as well as career goals and it involves learning what emotions mean and how they affect us. Emotional intelligence can positively impact the learning experience in terms of greater retention, course completion, and satisfaction (Boyatzis & Saatcioglu, 2008; Navas, 2014; Parrish, 2015; Quinlan, 2016; Zhoc, 2018). Furthermore, it entails the following:

- Behavioral self-management which is the ability to control one's emotions (Belsten, 2016). Individuals with strong self-management skills showcase: level-headedness, positivity, and focus when faced with hostility or conflict (Belsten, 2016). Individuals struggling with self-management may: react impulsively, be defensive, are quick to judge and/or inadequately resolve problems (Belsten, 2016; Boyatzis, et al., 2015; Caruso, et al., 2019; Goleman & Senge, 2014). Self-management development strategies may include keeping a journal that identifies emotions, triggers, and may be used to craft a composure, focus, and productive situational plans (Belsten, 2016; Boyatzis, et al., 2015, Caruso, et al., 2019).

- Social awareness, also known as the awareness of others' emotions and feelings, is the ability to sense what others are feeling (empathy), sense and understand their perspectives within the scope of the situation or organization (organizational awareness), and anticipate their needs (service orientation) (Belsten, 2016).

- Relationship management which refers to the ability to combine self and social awareness into conductive and rewarding outcomes (Belsten, 2016).

¹The physical pathway for emotional intelligence starts in the brain, at the spinal cord. The primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. But first they travel through the limbic system, the place where emotions are experienced. Emotional intelligence requires effective communication between the rational and emotional centers of the brain. When emotional intelligence was first discovered, it served as the missing link in a peculiar finding: people with the highest levels of intelligence (IQ) outperform those with average IQs just 20 percent of the time, while people with average IQs outperform those with high IQs 70 percent of the time. This anomaly threw a massive wrench into what many people had always assumed was the source of success—IQ. Scientists realized there must be another variable that explained success above and beyond one's IQ, and years of research and countless studies pointed to emotional intelligence (EQ) as the critical factor. Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships. Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect.

Individuals with strong relationship management demonstrate: the ability to sense development needs of others, inspire others, positively influence others, mitigate conflict, and build teams by working with others toward a shared goal (Belsten, 2016; Caruso, et al., 2019; Goleman & Senge, 2014). Communication is at the heart of relationship management and the ability to listen deeply and openly, including sending clear, credible, convincing messages that provide context, understanding, and direction. Individuals with strong relationship management skills may demonstrate: context-driven communications within the scope of how individuals may perceive or react, actively listen, promote transparent communication, are open to feedback or different perspectives without becoming defensive and communicate in a logical, organized, and clear manner. Individuals that may struggle with relationship management may experience: inability to listen, interrupt, fail to ask for other opinions or are not open to feedback, lack of consideration of others, inconsiderate to other perspectives or feelings, impulsive communications, and/or unapproachable (Belsten, 2016; Boyatzis, et al., 2015; Caruso, et al., 2019; Goleman & Senge, 2014). Relationship management development strategies may include reflecting upon coaching, influencing, persuading, inspirational leadership, and conflict management practices that may help to develop trust, improve communications, relationships (individuals, teams, etc.), and performance (Belsten, 2016; Boyatzis, et al., 2015; Caruso, et al., 2019).

A key factor to foster emotional intelligence in a learning environment is motivation. Positive psychology research titled "self-determination theory" (Ryan & Deci, 2000) tells us that adult learners have three innate psychological needs that link to intrinsic motivation. These needs are critical to more and better learning for adults

- Autonomy – allowing students to have choices and time to make decisions.

- Competence – succeeding at measured challenges that help to breed success, and lead from beginner to optimal challenges, over time.

- Relatedness – experiencing mutual reliance and trust in others in the learning experience, like instructors and classmates.

Student Engagement

Lusuardi (2009) stated that student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning. Bauer (2007) contend that student engagement entails the relationship between the following elements of learning: the school community, the students' peers, the instruction, and the curriculum. Furthermore, it involves three dimensions:

- Behavioral engagement which focuses on participation in academic, social and cocurricular activities.

- Emotional engagement which focuses on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school.

- Cognitive engagement which focuses on students' level of investment in learning. Student engagement is the mental state students are in while they are learning, at the intersection of thinking and feeling. There are three broad categories of student engagement: student-to-student engagement student-with-content engagement and student-to-instructor engagement (Nunn, 2019).

Measurement of Student Engagement

Barkley and Howell Major (2022) proposed that to measure engaged students who are active requires the following: pay attention, take notes, listen, ask questions, respond to questions, participate, and react. Moreover, it is crucial to distinguish between compliance and authentic engagement which refers to the students conduct dialogue in the class and talk too much. Surveying and observation which involves interviewing students determine how students are engaged.

Nunn (2019) demonstrated that measuring student engagement is a crucial component of effective teaching and learning. You can measure student engagement strategy various ways, including by observing:

- **Active participation:** Engaged students actively participate in class discussions, ask questions, and contribute to group activities. They are not passive observers, but rather take an active role in their own learning.
- **Level of motivation:** Engaged students are motivated to learn. They have a genuine interest in the subject matter and are often intrinsically motivated, meaning they find satisfaction and enjoyment in the learning process itself.
- **Level of Effort and Persistence:** Engaged students are willing to put in the effort required to master the material. They are persistent in the face of challenges and setbacks.

Interactions: Engaged students often engage in meaningful interactions with their peers and instructors. These interactions can occur both inside and outside the classroom and contribute to their overall learning experience.

Engage with students' interests

Find out what interests your students and, based on that, prepare activities to enhance their learning process. For example, you could ask students to record a TikTok based on a lesson topic they had. Speak their language – while working on math assignments, compare numbers to YouTube subscribers, Instagram followers or video games etc. Little things can make a huge difference.

Social engagement, getting to know your students. In the ever-evolving landscape of education, one constant remains: the undeniable power of social engagement in the classroom. Building a genuine connection with our students is the cornerstone of effective teaching, and it goes far beyond textbooks and lesson plans. It's about more than just transferring knowledge; it's about getting to know the unique individuals in our care. It is crucial to create a safe space when starting any new semester and getting to know each other will help with that immensely. Write an email or create a short project to introduce yourself. You can use the "Meet the teacher template" to easily create a brief introduction to who you are, what you stand for, etc. And of course, ask your students to do the same! This ice-breaker activity can help you forge the first bond with your students, and motivate them to open, too.

Classroom Activities Promote Engagement

Ellis (2015) enumerated various activities for fostering ¹engagement in English class:

- Ask open-ended questions

Questions that ask students to justify an opinion or interpret a reading are more likely to elicit responses even from those who do not know exactly how to define a term or derive a formula because there is no risk of "failing" the

question. Because open-ended questions can have multiple correct answers or valid perspectives, they can also generate more interesting discussions. Engagement-based questions can require students to be more diligent in their readings and homework as these questions require a deeper understanding than simply knowing a correct answer.

-Ultimately, teachers are responsible for the learning and development of students, which requires students' active, intellectual engagement in learning experiences. When teachers arrange for ambitious instruction with each of their students in mind and cultivate safe, supportive, and challenging learning environments, the conditions exist for this type of engagement to occur. As such, all other components of the Framework for Teaching contribute to this one, and many have referred to it as the "heart" of the Framework. This designation reinforces the fundamental principles and constructivist foundation of the Framework, especially the idea that it is the learner who does the learning. True engagement is present when students are intellectually active and emotionally invested in learning important and challenging content, not simply when they are "busy" or "on task." The critical distinction between experiences in which students are compliant and those in which they are engaged is that in the latter, students are developing their understanding through rich learning experiences, collaboration, and teamwork, and thinking and reflection. They are not simply completing an assignment or passively receiving content. When students engage at a deeper level, they are encouraged to be curious, supported to assume responsibility for their learning, and motivated to increase the challenge, complexity, and relevance of learning experiences themselves. Successful teachers provide multiple ways for students to engage with the content and represent their ideas. Even so, engaging learning experiences typically have a discernible, coherent structure that teachers have carefully prepared. Tasks and activities provide cognitive challenge and students are encouraged to reflect on what they have learned. That is, the experience has closure, in which teachers encourage students to derive the important learning from the tasks, discussion, or materials. The best evidence of engagement is not what teachers are saying or doing (or even what they have planned) but what students are saying and doing as a result.

You can combine multiple types of questions to both generate discussion and check for student comprehension. For example, consider starting off with a more open-ended question to invite engagement. Then, ask more "fact-finding" follow-up questions to help refine, contextualize, and nuance those responses to ensure students understand the material.

- Ask students what they know about a topic before instruction.
- Use more ungraded or credit-upon-completion assignments.
- Encourage students to take more active roles in collaborative learning and teaching.
- Incorporate student discussion time into activities.
- Have students' model or explain to other students.
- Build peer review into open-ended assignments.
- Use activities that provide students with a diverse range of engagement opportunities.
- Offer multiple versions of activities or assignments.
- Encourage students to reflect upon the learning process.
- Metacognition is useful for student learning and mastery techniques.

Emphasize the importance of course objectives in assignments.

-Research, scholarship of teaching and learning, and online research consulted.

3.0. Method of the Study

The researchers surveyed public male high school students in the 2nd and 3rd grades in Abha, KSA after obtaining official permission. The public sector was chosen because around 80% of all students in KSA attend the public education system. Therefore, it is more representative than the private education sector. Data were collected face to face by using a questionnaire which comprised of closed questions about the constructs. Participants were informed of the voluntary condition of their participation and the use of their data (anonymous, confidential, and strictly for the purposes of this research). The survey was approved by the Ministry of Education and Directorate Educational Admiration of Asser Region. This approval meant students could consent to their participation in the study, dismissing the need for their legal guardians' consent.

3.1. Data Collection and Analysis

A pilot study with 37 students was conducted to help assess the instrument, allowing us to ensure the viability of the measurement scales and the appropriateness of the instrument to fulfill our research goals. Data collection took place between July and October 2024. The final survey data, which only considered the fully completed responses, amounted to 110 valid responses from 200 answers. The measured through self-reported grades on a scale of (M = 14.67, SD = 2.39) and Math (M = 13.97, SD = 3.49). Participant ages varied from 16 to 19 years old.

Table 1. Sample characteristics

Measure	Value	%	Frequency
Gender	F	62.7	138
	M	35.0	77
	Other	2.3	5
School year	10	13.2	29
	11	38.2	84
	12	48.6	107
Age	16	44.5	98
	17	43.2	95
	18	10.9	24
	>18	1.4	3
Legal guardian	Mother	77.3	170
	Father	20.9	46
	Self	0.9	2
	Other	0.9	2

Measure	Value	%	Frequency
Parent education level	Less than 12 years (high school not complete)	14.5	32
	12 years (high school graduate)	35.5	78
	More than 12 years (tertiary education)	45.9	101
	Don't know/Don't want to answer	4.1	9
School allowance	Yes	13.6	30
	No	71.8	158
	Don't know/Don't want to answer	14.5	32
Parents nationality	Saudi	85.9	189
	Other	14.1	31

3.1.1. Result

Structural equation modeling (SEM) was used to test the relations estimated in our theoretical model and its effects. We opted for partial least squares (PLS-SEM), a variance-based SEM technique. The researchers used the PLS-SEM method as the recommended two-step approach that first tests the reliability and validity of the measurement model and then assessed the structural model with the Smart plus 3 software.

Table 2. Research hypotheses results

	Independent variable		Dependent variable	Moderator	β	Findings	Conclusion
H1a	Helicopter parenting	→	Academic achievement Portuguese	n.a.	-0.140	non-significant	not supported
H1b	Hands on learning	→	Academic achievement Math	n.a.	-0.275	**	supported
H1c	* Emotional intelligence	→	Academic achievement Portuguese	Previous retention	0.101	non-significant	not supported

Notes: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Looking into the constructs pertaining helicopter parenting, hands on learning and emotional intelligence to students, the researchers found that they all increase student engagement level because they affect the self-confidence and learning attention. They contribute to the students' learning and achievement positively and this is reflected in their current learning performance. The results show that helicopter parenting, hands on learning and emotional intelligence are significant positive predictor of current achievement among Saudi high school students. Thus, the researchers analyzed the impact of them on engagement. Descriptive statistics show the mean value of the frequency of them as ($M = 6.04$, $SD = 1.42$). From these results, the researchers conclude that the predictors of active engagement impact students' bold to be engaged in English class positively regarding helicopter parenting as a motive and moderator.

Parents with higher education levels and a higher cultural capital are better equipped to help their children thrive intellectually by promoting academic level and engagement as well as granting the development of skills necessary for learning. From a theoretical perspective, these results have consolidated previous findings particularly the role of helicopter parenting in prompting students' education. Parents with university education significantly impact their children education positively, thus, university education has been demonstrated as a significant factor for promoting students' learning and positively predict achievement in terms of engagement.

4.0. Conclusions

This paper highlights the impact of helicopter parenting, hands on learning and emotional intelligence on maximizing student engagement in English class. Thus, it concludes that:

- Helicopter parenting particularly among university educated Saudi parents plays a seminal role in maximizing students' engagement and achievement in English class.
- Excessive over helicopter parenting might affect the student's personality negatively.
- Implementing experiential learning in particular hands-on learning maximizes student engagement in English class and retaining on going attention among students.
- Implementing hands -on learning in English class increases student engagement.
- Consideration of emotional intelligence in English class help students collaborate and engage positively.

5.0. Recommendations

- Helicopter parenting should be implemented reasonably without negative effect on children's personality and self-esteem by constructing positive guiding and protection.
- Helicopter parenting should be conducted based on the children's needs and future overview to prepare children to be successful people and good citizen locally and globally. Thus, it should be based on mutual respect and dialogic form which reflects mutual exchange opinions.
- Experiential learning in particular hands-on learning should be implemented in English class to maintain ongoing attention, desire, interest, collaboration, and engagement in English class.
- Emotional intelligence should be trained to the students to instill consideration of other emotions and feelings.

Declarations**Source of Funding**

This study did not receive any grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing Interests Statement

The authors declare no competing financial, professional, or personal interests.

Consent for publication

The authors declare that they consented to the publication of this study.

Authors' contributions

Both the authors took part in literature review, analysis, and manuscript writing equally.

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